

• Enhancing Language Learning

A

Survey

of

Second
Language
Program
Enrolments

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LEARNING

A **Survey**
of
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Program
Enrolments**

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Introduction

This report is a summary of responses to an Alberta Learning survey of current trends in second language enrolment, demand for new language programs and factors affecting enrolment. In the fall of 1999, educational leaders in 29 Alberta school jurisdictions (see Appendix 1, page 20, and Appendix 2, (Figure 1, page 21) were asked the following questions:

1. Which second language and bilingual programs do you offer in your school district? Please indicate languages offered, grade levels and total enrolment for each language program.
2. Have second language program enrolments increased or decreased in the last five years? (Survey participants were asked for information about changes in each of the language programs they offer.)
3. Has your school district added or dropped any second language programs in the last three years? Please identify the language(s) and the reasons for these additions or deletions.
4. Has your school district received any requests for new second language programs in the last three years? Please identify the languages requested and the origin of the requests.
5. What factors have contributed to changes in enrolment?
6. What recommendations would you make to improve second language programs in Alberta?

For complete survey instrument, see Appendix 10 (page 29).

The majority of educational leaders interviewed were generalists with administrative and supervisory responsibilities. Only six of the educational leaders had specialist knowledge in the area of second languages.

Please note that statements of opinion included in this report are the views of the survey participants, and may not necessarily reflect the views of all jurisdictions in the province nor the position of Alberta Learning.

This survey was a joint project of the Language Services and the Curriculum Standards branches of Alberta Learning. Edmond Levasseur, former second language consultant with Edmonton Catholic Schools, was contracted to conduct the telephone interviews between November 15 and December 6, 1999.

Provincial Trends in Second Language Enrolments

Enrolment Increases and Decreases

Of the 29 jurisdictions surveyed, approximately 50% reported increases in second language enrolments. About 33% reported decreases and 17% reported stability.

Jurisdictions reported offering a wide range of second language programs. Twenty-five different programs were mentioned, as indicated in Appendix 2 (Figure 2, page 21).

French as a Second Language enrolments have decreased in both rural and urban areas, whereas decreases in French Immersion enrolments are more evident in rural jurisdictions. Enrolment in other second language programs is generally more stable, with more increases in urban areas and decreases in some rural jurisdictions.

French as a Second Language enrolments increased in jurisdictions where:

- the program is mandatory;
- the population has increased; and
- the program has been actively marketed and promoted.

Jurisdictions that have had mandatory French as a Second Language programs and then made them optional report enrolment decreases at the elementary and junior high levels, but some increases in senior high.

Second language enrolments have decreased in senior high after students have completed the first-level courses of a language program. In French as a Second Language, enrolments decrease after students have completed French 30.

Decreases in second language enrolment have occurred in small rural and urban schools where numbers are not sufficient and qualified staff is not available. In addition, back-to-back scheduling of second language programs with options such as Career and Technology Studies, music, drama and art have contributed to decreases in second language enrolments.

For details, see Appendix 3 (page 22), Appendix 4 (page 23) and Appendix 5 (page 24).

Program Cancellations and Additions

More second language programs have been dropped in rural jurisdictions (10) than in urban jurisdictions (7), while more second language programs have been added in urban jurisdictions (10) than in rural jurisdictions (4). In other words, second language programs are becoming less accessible in rural areas.

For details about the specific languages added or dropped, see Appendix 6 (page 25).

Of all the second language programs offered in the 29 jurisdictions surveyed, the program that was most often dropped and/or had the most significant decreases in enrolment was French as a Second Language. The FSL program has been dropped in seven rural and one urban jurisdiction.

Reasons given for decreases in enrolment in French language programs include:

- Students perceive other second languages, such as Spanish, Japanese and Chinese, to be more “exotic” than French.
- Many students complete the 30-level course of the French as a Second Language program in grades 10 or 11 through course challenges, especially in urban jurisdictions.

Reasons given for dropping language programs, especially for French as a Second Language, include declining levels of student interest, and a lack of qualified staff and funding. Rural jurisdictions were more likely than urban jurisdictions to state these three reasons for dropping the program. Both urban and rural jurisdictions reported two main reasons for the current popularity of languages other than French: “globalization” and “career opportunities.”

Demand for New Language Programs

Sources of Requests

The jurisdictions surveyed reported receiving 75 requests for new language programs: 27 from individual parents, 18 from parent groups, 15 from students, 11 from the community, four from schools and one from the jurisdiction. No requests came from the business community.

Second Language Programs Requested

Of the 15 second language programs requested, these eight programs were most often requested:

- Spanish (13 requests),
- French Immersion and Japanese (each with 10 requests),
- Chinese, Italian and Cree (each with 6 requests), and
- German and Ukrainian (each with 4 requests).

For details, see Appendix 7 (Figure 1 and Figure 2, page 26).

Spanish, French Immersion and Japanese were requested in both rural and urban jurisdictions, but Chinese was requested only in urban areas. Requests for French Immersion programs were attributed primarily to increases in population and/or people moving into the community from eastern Canada.

One respondent from a rural jurisdiction mentioned that, although people from all over the world are living in the area, there have been no requests for second language programs. In this case, people seemed to be interested in integrating into the English-speaking community as quickly as possible.

Schools and jurisdictions that have very few requests from students and parents for other second languages are directing these requests to the Alberta Distance Learning Centre.

Factors Affecting Enrolment

Respondents from rural and urban jurisdictions provided similar responses to the question, "What factors have contributed to changes in enrolment?" Factors are presented here in order, from the most frequently mentioned to the least frequently mentioned.

1. Student Interest

- Where enrolments have decreased, students and parents appear to believe that languages are not important. For example, some years ago, a number of students completing the French program were interested in securing employment with the federal government. Today, students are not as confident that learning French will provide them with employment opportunities.
- Students have competing interests; they have more courses to choose from, and some, such as Career and Technology Studies, may be more appealing than second languages.
- Second language courses are academic, full-year courses. Language courses demand hard work from students, and enrolling in them reduces the number of other optional courses they can take.
- Some respondents thought that providing more information about the benefits of learning languages and of the global picture for career opportunities would encourage more students to learn languages.

2. Parental Support

- Most jurisdictions rated parents' attitudes as a very important factor in the students' level of interest in learning languages. The more parental support there is for learning languages, the higher the enrolment in language programs.
- The influence of parental support on language program enrolment is especially evident in elementary and junior high, and less so in senior high.
- A core group of parents encourage their children to learn languages (for example, in the French Immersion and Chinese Bilingual programs). Today, a larger number of parents feel that knowledge of French is less important and therefore do not encourage their children to continue in the program after grade 6 or grade 9. For the same reason, not all students complete the senior high French program.

3. School Support

- Respondents said that school and administrative support is a key factor in increasing or decreasing second language program enrolments. Leadership provided by the school is an essential part of maintaining and fostering strong second language programs in a community.
- Some school administrators who have supported second language programs in the past are now less supportive, or not supportive at all. The main reason for the change in attitude is scheduling difficulties that arise from attempting to offer a large number of different courses in a limited amount of instructional time. When there are such pressures, complementary courses such as second languages feel the impact first.
- Some jurisdictions reported reduced support for second languages as a result of a turnover in administration.

4. Budget

- Funding is a major factor in the provision of second language programs. The current funding structure does not allow or encourage jurisdictions and schools to support courses with low enrolments (and low enrolments are not uncommon in second language programs).
- Funding for district coordination of programs often does not allow for specialists to coordinate and support second language programs and teachers.

5. Community Support

- The stronger the community support for second languages, the higher the enrolment in these programs.
- Frequently, learning French or other second languages is not considered important. The optional status of second language courses contributes to this view.
- Some jurisdictions that previously mandated French are no longer able to do so. The shift to regional boards in 1999 had a direct negative impact on enrolment in French as a Second Language programs.

6. University Entrance Requirement

Decreases in second language programs are affected by the entrance requirements of post-secondary institutions, particularly universities. Universities in Alberta no longer require a second language.

7. Emphasis on Core Subjects

- Students are focusing on earning high marks in core subjects and therefore choose not to include second language courses in their studies.
- Students are attracted to complementary courses that require less work and that are offered as half-year courses or in modules.
- Mandatory instructional time for core subjects in the elementary grades reduces flexibility and makes it more difficult to offer second language programs.
- Students and parents, as well as teachers and administrators, feel a considerable amount of pressure with regard to the provincial achievement tests and diploma examinations. Consequently, instructional time is increasingly being devoted to core subjects.

8. District Support

- Strong second language programs are the result of school board support in the form of policy, funding and coordination by specialists.
- In their efforts to promote and deliver second language programs, school administrators and staff need leadership from the school board.

9. Graduation Requirements

The fact that second languages are not required for high school graduation or university entrance has greatly contributed to enrolment decreases. Students focus on core subjects to improve their marks, or they choose other options that are less demanding and less time-consuming.

10. Program Schedules

- It is difficult to schedule programs, especially courses with low enrolments, because there is so much emphasis on mandatory instructional time for core subjects as well as a significant increase in the number of options available to students.
- In senior high, second language courses, such as French as a Second Language and Spanish, are full-year (five-credit) options. Many other options are half-year (three-credit) courses, and Career and Technology Studies offers a modular format.
- The multiple-entry structure of the French as a Second Language program contributes to decreases in enrolment at the elementary and junior high levels. Jurisdictions and students do not see the need to choose French at these levels, as they can easily “catch up” in high school.

- Students who have studied French in elementary and junior high and who have attained the required proficiency can register in French 30 in grade 10. This opportunity to complete the second language program early contributes to decreases in French as a Second Language courses in senior high.
- Course challenges, especially in French, are reducing the number of second language programs offered.

11. Technology

- Although technology is a great tool for learning languages, its increased use appears to be drawing students away from second language programs and toward Career and Technology Studies.
- Alberta Learning's increased emphasis on Career and Technology Studies has contributed to a decrease in second language enrolments. One respondent stated: "When CTS enrolments expanded, second language enrolments decreased."

12. Qualified Staff

Alberta continues to struggle with a lack of qualified and proficient teachers for second language programs, especially in rural jurisdictions. Although second language teachers are doing their best, the demands of second language instruction, such as developing proficiency in speaking, are causing some teachers to switch to teaching other subject areas.

Other Factors

- Both rural and urban jurisdictions that have had population increases or have recently made a second language program mandatory report increases in language program enrolments.
- Jurisdictions that promote second language programs report increased enrolment.
- Student exchanges and tours, and other efforts to make various cultures and languages visible in the school community, help to increase interest and consequently enrolment in second language programs.

For more information about factors affecting enrolment, see Appendix 8 (page 27).

School District Recommendations

The school jurisdictions surveyed made the following recommendations to improve second language programs in Alberta:

1. Promotion

Educators at all three levels of responsibility (Alberta Learning, jurisdictions and schools) should do more to promote the benefits and importance of learning second languages.

Promotion was by far the most frequently mentioned issue. One jurisdiction recommended that Alberta Learning launch a province-wide campaign. This was seen as essential to make all Albertans aware of current second language research, and the impact of globalization and career opportunities in second languages.

Approximately three-quarters of the respondents indicated that jurisdictions and schools share responsibility for marketing and promoting second language programs. The remaining quarter of the respondents thought that marketing and promotion should be the school's responsibility.

The top ten marketing and public awareness techniques currently used by jurisdictions surveyed are ranked in order of frequency (numbers in parentheses indicate the number of times the factor was mentioned in the interviews):

- brochures (19),
- parent meetings, evenings, orientations (19),
- open houses (14),
- local newspapers/media (10),
- bulletins, year-end reports (7),
- distribution of research, information, articles (7),
- international students, student exchanges/tours, twinning (7),
- newsletters: print and/or online (6),
- participation in local cultural/sports events (6),
- career counselling (5).

Respondents also mentioned the following forms of promotion:

- registration/information packages, web sites, road signs and billboards, Alberta Learning brochures, school curriculum handbooks, calendars;

- word-of-mouth, visits to feeder schools by teachers and students, speaking engagements, awards nights, parent-teacher interviews, guest speakers;
- promotion with other programs, parent operated promotion (booths, malls, advertisements), parent steering/advisory committees, school councils, staff and individual teachers, mandatory program, qualified teachers, teacher collaboration/networking, Education Week, professional development programs, full-time community relations staff member, location of language program.

2. Mandatory Program

Alberta Learning should make second languages a mandatory part of basic education for at least some portion of the 12 years of schooling: in grades 4 through 12, grades 4 through 9, grades 7 through 12, grades 10 through 12, or at least in the elementary grades.

As one of the three top recommendations, fifteen of the 29 jurisdictions surveyed recommended that second language learning should be mandated by the province. The other fourteen jurisdictions did not identify mandated second language learning as one of their key priorities. Many of the survey participants expressed the view that second languages are necessary to ensure that all Albertans are prepared to compete in the job market with others in Canada and the world. One suggestion: "Complementary courses should be modified in the middle years. Reduce the number of choices and raise the profile of second languages."

However, one respondent said: "Keep second languages as an option, especially at the secondary level. Students wish to have options."

There is some concern about students not completing a second language program they have enrolled in. Three jurisdictions stated that completing a 30-level second language course should be a requirement. They also suggested a review of senior high entry options for the French as a Second Language program. Six respondents said that French is a basic second language that all students should learn, for at least part of their schooling, with other second languages also being made available to them.

3. Program Support

Alberta Learning, jurisdictions and schools should ensure that program support is available to strengthen second language programs and help teachers.

Jurisdictions surveyed felt that program support is essential to the success and promotion of second language learning. They suggested that support could be provided through these strategies:

- a second languages Minister's advisory committee;
- partnerships, such as consortia;
- the involvement of parents and community members;
- funding for coordination of programs at the jurisdictional level;
- having schools treat languages as core subjects;
- scheduling second language instructional time over the entire week (for example, 30 minutes per day);
- providing resources for all second language programs (instructional materials and information relating to resources); and
- having Alberta Learning establish standards with guidelines for schools and jurisdictions in order to promote greater consistency among second language program outcomes.

4. Professional Development

Alberta Learning, jurisdictions and schools should provide leadership in offering professional development opportunities for second language teachers.

Jurisdictions surveyed recommended increased professional development opportunities. One respondent mentioned the importance of providing professional development opportunities to teachers during the instructional day, as is done for other subject areas. In particular, small jurisdictions and small schools need funds and access to workshops and inservice sessions, as well as opportunities to network. Some jurisdictions said that second language teachers in small schools often feel isolated because most of them have few or no colleagues who are teaching the same program.

5. Mandatory Instructional Time

When second language programs are offered, schools or jurisdictions should provide mandatory instructional time for these programs, thereby ensuring that students have a positive learning experience (that is, achieving the desired outcomes as specified in the program of studies).

Mandatory instructional time for second languages was one of the top five recommendations. To implement this recommendation, Alberta Learning would need to review instructional time for all subjects, as everyone wants more instructional time. With the emphasis on core subjects, very little time is left for options such as second languages. The majority of respondents who specified an instructional time for second languages indicated that 30 minutes per day are required.

6. Teacher Training

Teacher training institutions and career counsellors should encourage youth to consider a career in teaching second languages.

Jurisdictions and schools have concerns about recruiting and retaining qualified teachers for second language programs. Rural jurisdictions have an especially difficult time finding qualified teachers, and find that “making do” with under-qualified teachers is problematic.

One jurisdiction suggested setting up scholarships and bursaries for students who train as teachers of second languages. It was also noted that universities need to provide second language teacher education programs that have more depth and breadth, covering research, pedagogy and field experience.

7. Mandatory Graduation Requirement

Alberta Learning should make a 30-level second language a senior high school graduation requirement.

Jurisdictions surveyed supported this recommendation, which would require Alberta Learning to review current graduation requirements. Several jurisdictions expressed concern about the impact of course challenges and recommended that students who challenge courses should still have to complete a 30-level second language course.

8. Language Policy

Alberta Learning and school jurisdictions should review their policies on second languages: updating and clarifying them, and incorporating more specific expectations.

This recommendation was mentioned ten times by jurisdictions. One respondent stated: “The government must make second languages a priority. If not, we will lose it all.”

9. Funding

Alberta Learning, jurisdictions and schools should consider how current funding policies and practices are affecting second language programs.

Approximately one quarter of the jurisdictions mentioned that funding for second language programs is an issue. Specific suggestions included:

- Review the present funding structure (one respondent);
- Provide funding for all second language programs and support for small enrolment groupings;
- Earmark funding for second language programs and hold jurisdictions and schools accountable for their expenditures (one respondent);
- Increase funds for education in general, which is insufficient. Current funding is directed primarily to core subjects (one respondent);
- Address the issue of more funding being made available for Career and Technology Studies than for second language programs, which results in low enrolments in second language programs and their subsequent cancellation in some schools.

10. Mandatory University Entrance Requirement

Universities should provide leadership by reinstating second languages as an entrance requirement.

Jurisdictions surveyed mentioned this recommendation nine times. They see a need in today's international society for qualified professionals who are proficient in languages and have a knowledge of world cultures.

The top ten recommendations are summarized in Appendix 9 (page 28).

APPENDICES

Appendix I

Zone 1

Grande Prairie R.C.S.S.D. #28
Northland S.D. #61
Peace River S.D. #10

Zone 2

Aspen View Reg. Div. #19
Fort McMurray R.C.S.S.D. #32
Fort McMurray School Dist. #2833
Northern Lights School Div. #69
St. Paul Reg. Div. #1

Zone 3

Edmonton Catholic Reg. Div. #40
Edmonton School Dist. #7
Elk Island C.S.R.D. #41
Elk Island P.S.R.D. #14
Grande Yellowhead Reg. Div. #35
Greater St. Albert C.R.D. #29
Parkland School Div. #70
St. Albert P.S.S.D. #6

Zone 4

Battle River Reg. Div. #31
East Central Alberta C.S.S.R.D. #16
Red Deer Catholic Reg. Div. #39
Red Deer School Dist. #104
Wild Rose School Div. #66

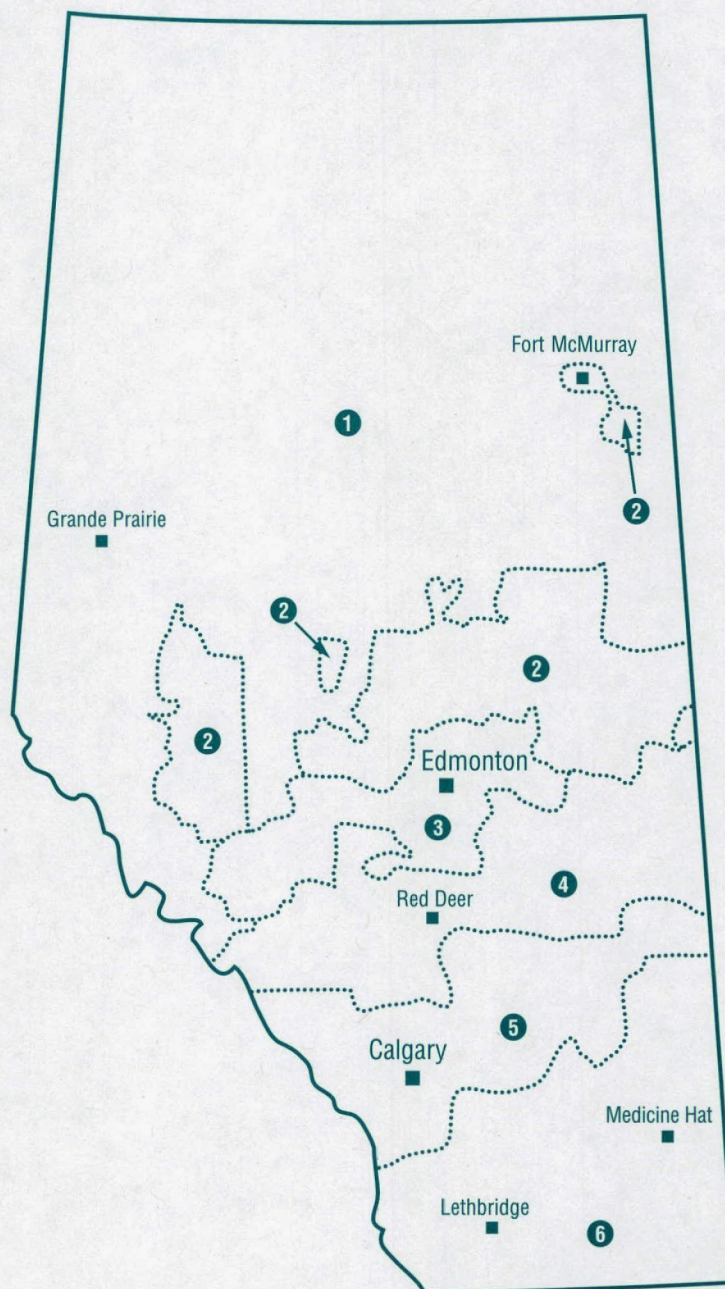
Zone 5

Calgary R.C.S.S.D. #1
Calgary School Dist. #19
Rocky View School Div. #41

Zone 6

Grasslands Reg. Div. #6
Holy Spirit R.C.S.R.D. #4
Lethbridge School Dist. #51
Medicine Hat School Dist. #76
Westwind Reg. Div. #9

Public and Catholic School Jurisdictions Surveyed, by Zone



Appendix 2

Figure 1

Number of Public and Catholic School Jurisdictions Surveyed, by Zone

Zone	1	2	3	4	5	6	Total
Catholic	1	1	3	2	1	1	9
Public	2	4	5	3	3	3	20
Total:							29

Figure 2

Second Language Programs Offered, and Enrolments

Language	Offered (✓)	Grade Level				1998-1999 Total Enrolment #s in Language
		(1-3)	(4-6)	(7-9)	(10-12)	
1. Arabic	2	2	2	2	2	489
2. ASL - Sign Language	1	1	1	1	1	59
3. Blackfoot	4	1	3	3	3	622
4. Cree	8	4	4	7	4	2,889
5. Chinese	3			1	3	742
6. Chinese Bilingual	2	1	2	1	1	1,469
7. Chipewyan	1			1		25
8. Dene	1	1	1	1		155
9. French (FSL)	28	5	25	26	26	87,834
10. French Immersion	24	24	24	23	19	23,602
11. German	11			2	11	1,853
12. German Bilingual	2	2	2	1	1	672
13. Hebrew Bilingual	1	1	1	1		237
14. Italian	2	1	1	1	2	651
15. Japanese	14			4	11	1,493
16. Latin	4			1	5	69
17. Métis Studies	1	1	1			59
18. Plains Indian	1			1		Not available
19. Polish	1				1	7
20. Polish Bilingual	1	1	1	1	1	308
21. Russian	1	1	1	1		Not available
22. Spanish	13			4	13	3,784
23. Ukrainian	5		2	2	4	250
24. Ukrainian Bilingual	4	3	4	3	2	1,045
25. Vietnamese	1		1			21
Total Students:						128,351

*See A. Bibe
over*

Appendix 3

Second Language Programs Offered, by Zone

Zone 1

Cree	Métis Studies
Dene	
French as a Second Lang.	
French Immersion	

Zone 2

Arabic	French Immersion
Chipewyan	Russian
Cree	Ukrainian
French as a Second Lang.	

Zone 3

American Sign Lang.	Italian
Arabic	Japanese
Chinese	Latin
Chinese Bilingual	Polish
Cree	Polish Bilingual
French as a Second Lang.	Spanish
French Immersion	Ukrainian
German	Ukrainian Bilingual
German Bilingual	Vietnamese

Zone 4

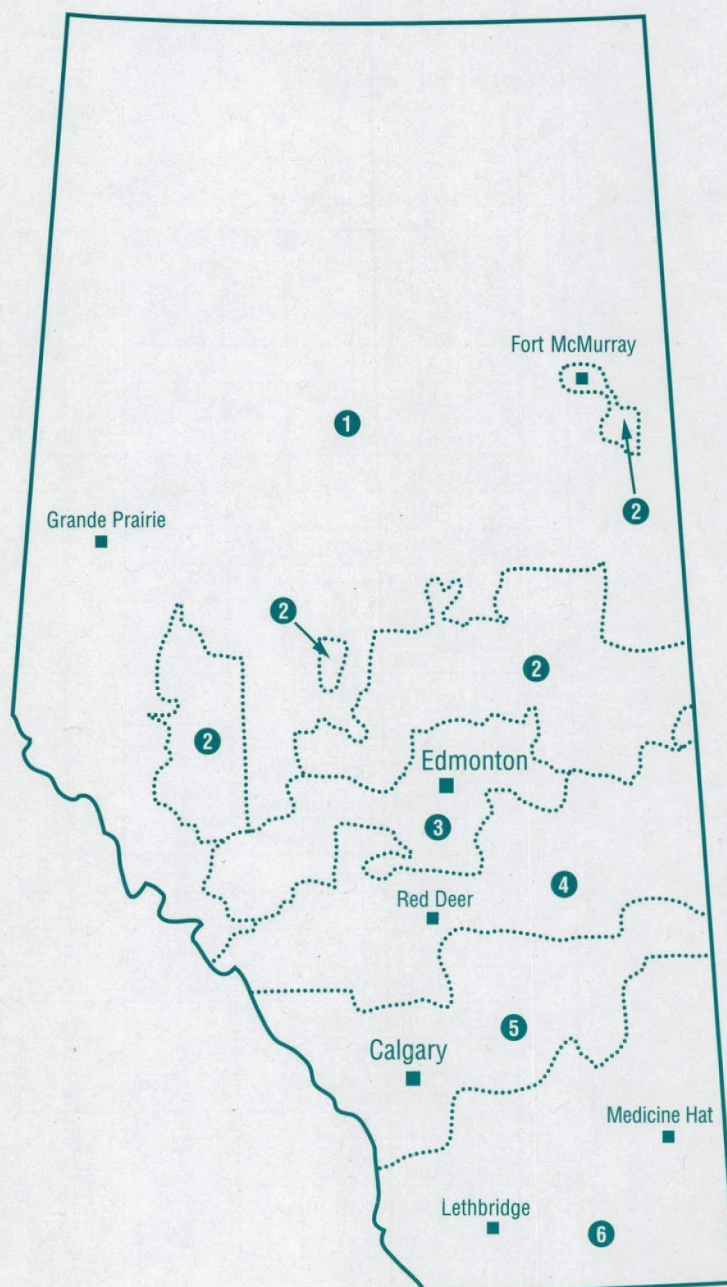
French as a Second Lang.	Japanese
French Immersion	Latin
German	Spanish

Zone 5

Blackfoot	Japanese
Chinese	Latin
French as a Second Lang.	Plains Indian Cultural Survival Prog.
French Immersion	
German	Spanish

Zone 6

Blackfoot	German
French as a Second Lang.	Japanese
French Immersion	Spanish



Appendix 4

Number of Language Programs Showing Increases and Decreases in Enrolment, 1994-1999

The number to the right of each program indicates the number of times school jurisdictions reported an increase or a decrease in a specific program.

INCREASED	DECREASED
1. French Immersion 11	1. French as a Second Language. 14
2. Spanish 9	2. French Immersion 7
3. French as a Second Language. . . 7	3. Japanese. 4
4. Japanese. 6	4. German 3
5. German 5	5. Latin 3
6. Cree. 3	6. Cree. 2
7. Chinese 3	7. Spanish 2
8. Ukrainian. 3	8. Arabic 1
9. Chinese Bilingual. 2	9. Blackfoot 1
10. Blackfoot 2	10. Hebrew 1
11. Arabic 1	11. Italian 1
12. German Bilingual. 1	12. Polish 1
13. Italian 1	13. Ukrainian Bilingual 1
14. Polish Bilingual 1	14. Dene 1
15. Russian 1	
16. Ukrainian Bilingual 1	
17. American Sign Language 1	
18. Dene 1	

Appendix 5

Trends in Second Language Program Enrolment, by Zone

Based on Surveyed School Jurisdiction Reporting

Zone 1

- Enrolment in French as a Second Language has increased in those communities where population has grown. Otherwise, French as a Second Language enrolment has decreased.
- Enrolment in other second languages is stable.

Zone 2

- FSL and French Immersion have decreased in enrolment except where the population increased.
- Enrolment in other second languages has increased or is stable.

Zone 3

- FSL has decreased in enrolment.
- FI has increased.
- Enrolment in other second languages has increased in some districts (e.g., Chinese Bilingual, Arabic Bilingual, Polish Bilingual, Spanish) and decreased in other districts (e.g., Hebrew, Latin).

Zone 4

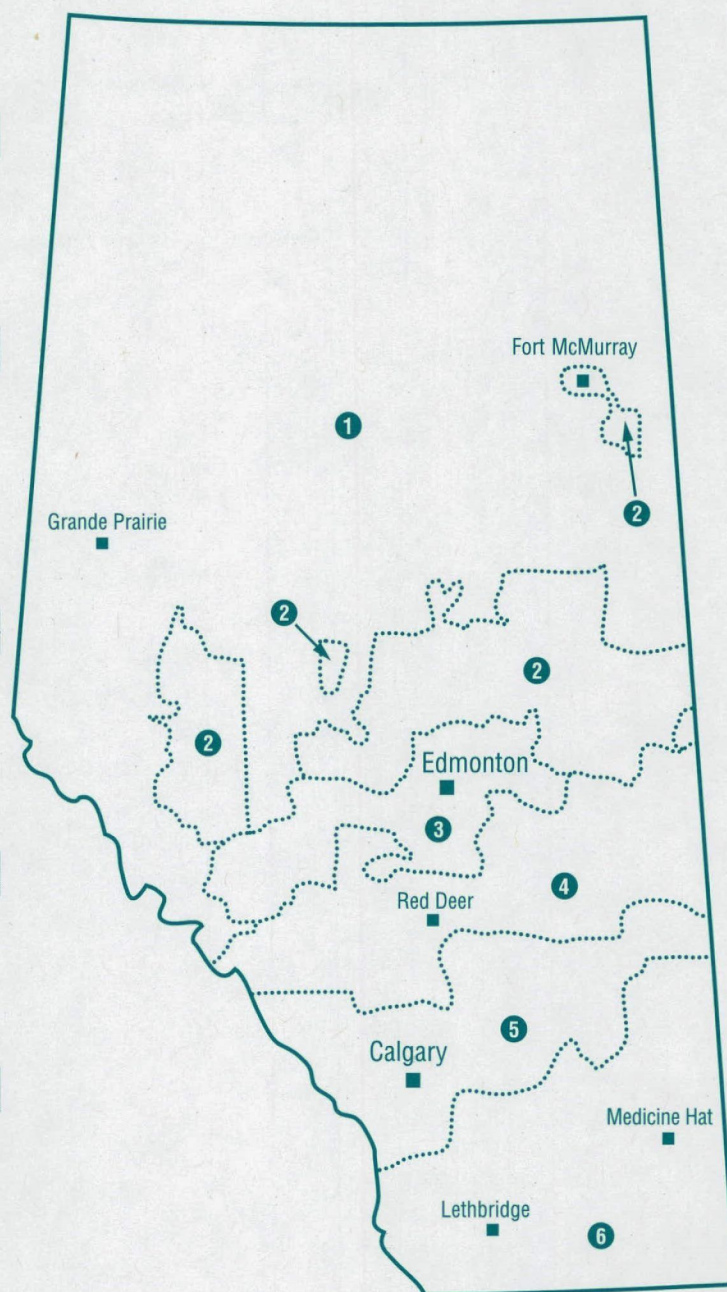
- FSL decreased in enrolment, especially in smaller rural schools.
- Other second languages have shown some increase in enrolment (e.g., Spanish, Japanese) in urban areas and a decrease in rural areas (e.g., Spanish, Japanese).

Zone 5

- Enrolment in FSL has increased in districts where it is mandatory and decreased where it is not mandatory.
- Enrolment in second languages is stable or increasing, especially at the high school level and in urban areas.

Zone 6

- Overall decrease in all second language programs offered by rural districts (e.g., Japanese, Spanish, Blackfoot and French Immersion). Enrolment in FSL is stable.
- Urban districts reported stable enrolment in Japanese and an increase in Spanish. Enrolment in other second language programs fluctuated (e.g., FSL, FI, German).



Appendix 6

Second Language Programs Added or Dropped, by Jurisdiction Type and Zone

(Number in bracket indicates number of jurisdictions.)

Zone 1

Rural: Dropped Cree and Dene (junior and senior high) [1]

Zone 4

Rural: Dropped FSL (high school — some students do FSL by Distance Education) [1]

Dropped FSL (junior and senior high) [1]

Dropped FSL (some schools) [1]

Urban: Added Spanish [1]

Zone 2

Rural: Dropped Cree (gr. 1-3) [1]

Dropped French Immersion (gr. 8 and 9) [1]

Dropped FSL (gr. 1-3) [1]

Dropped FSL (some schools including one high school) [1]

Dropped Ukrainian [1]

Zone 5

Rural: Dropped FSL (some schools) [1]

Urban: Added Chinese [2]

Dropped German (some schools) [1]

Dropped Italian (some schools) [1]

Dropped T'suutina [1]

Zone 3

Rural: Added Cree [1]

Dropped Chinese [1]

Dropped FSL [1]

Urban: Added Cyberschool FSL [1]

Added Italian (gr. 1-3) [1]

Added Japanese [1]

Added Latin (high school) [1]

Added Spanish [1]

Added Spanish (gr. 7-9) [1]

Dropped Punjabi [1]

Dropped FSL (after Fr. 30) [1]

Dropped Spanish (after Spanish 10) [1]

Zone 6

Rural: Added Blackfoot [1]

Added Japanese [1]

Added Spanish [1]

Dropped Japanese [1]

Urban: Added Japanese [1]

Added Spanish (junior high) [1]

Dropped German (junior high) [1]

Appendix 7

Figure 1

Number of Jurisdictions Reporting Requests for Second Language Programs

SECOND LANGUAGE PROGRAMS	No. of Jurisdictions Reporting Requests
Spanish	9
French Immersion	5
Japanese	5
Chinese	3
German	3
Italian	2
Ukrainian	2
Cree	2
Latin	2
Russian	1
Blackfoot	1
Vietnamese	1
Portuguese	1
Arabic	1
American Sign Language	1

Figure 2

Number of Requests for Specific Second Language Programs

SECOND LANGUAGE PROGRAMS	No. of Requests Reported
Spanish	13
French Immersion	10
Japanese	10
Chinese	6
Italian	6
Cree	6
German	4
Ukrainian	4
Russian	3
Blackfoot	3
Vietnamese	3
Arabic	2
American Sign Language	2
Latin	2
Portuguese	1
Total Requests: 75	

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Gautland
Plamondon

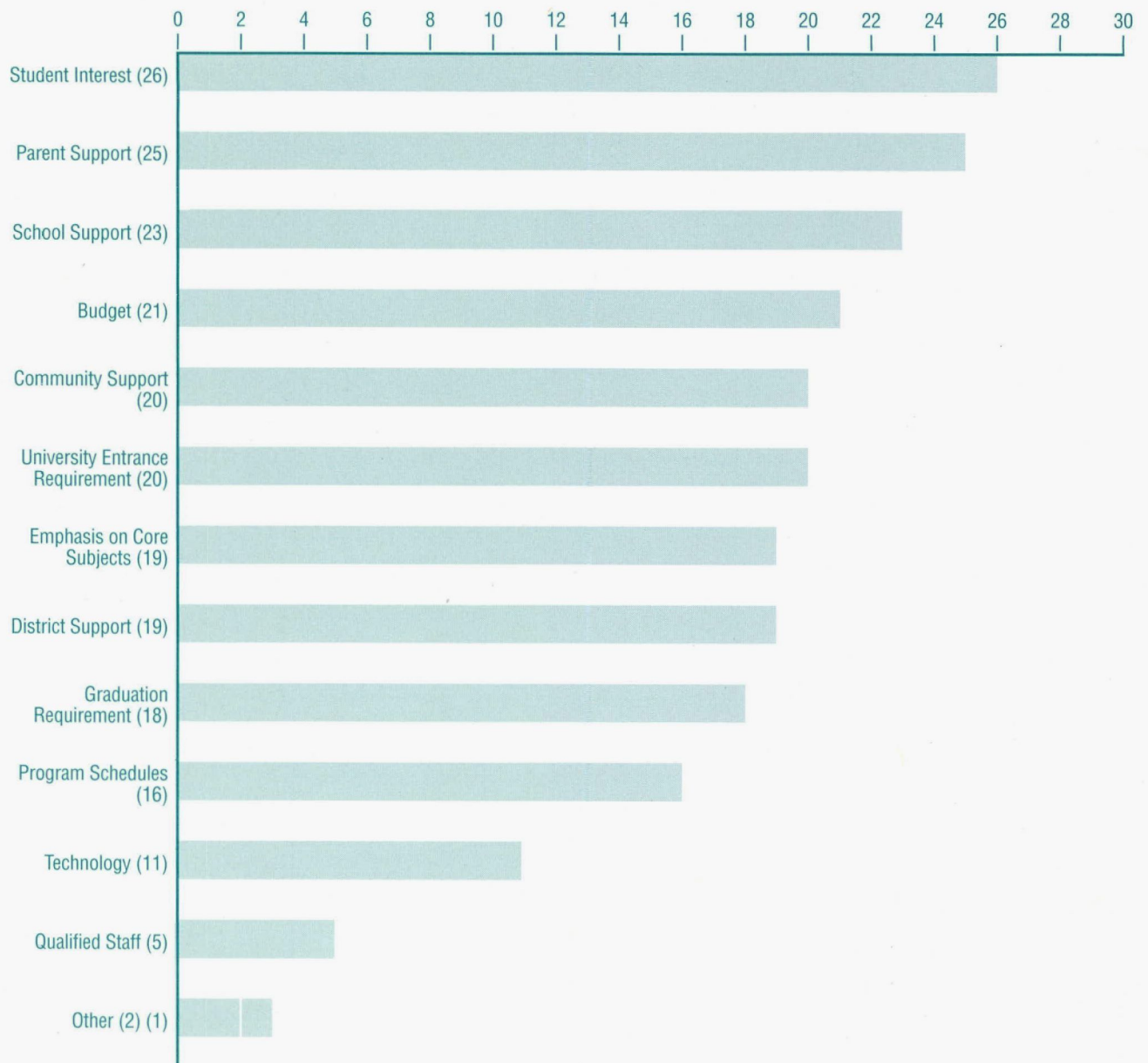
Handwritten:
Lac La Biche

Handwritten:
Amelia Turnbull
Office of NE & Ontario Education
Ontario Education

Appendix 8

Factors Contributing to Changes in Second Language Program Enrolments

(Numbers in parentheses indicate the number of times the factor was mentioned in the interviews.)



Appendix 9

Top Ten Recommendations of Respondents from Most Important to Least Important

Recommendation	Ranking
Promotion	1
Mandatory Program	2
Program Support	3
Professional Development	4
Mandatory Instructional Time	5
Teacher Training	6
Mandatory Graduation Requirement	7
Language Policy	8
Funding	9
Mandatory University Entrance Requirement	10

The above ranking is based on the number of times the recommendation was mentioned by respondents in the interviews.

Appendix 10

Second Language Program Enrolment Telephone Survey

Please respond to the following questions:

Name of School Jurisdiction: _____

Name of Contact Person: _____

Position of Contact Person: _____

Telephone: _____

Fax: _____

E-Mail: _____

Survey Questions

Please note that for purposes of this survey, second language (L2) programs refer to French as a second language, French Immersion, Blackfoot, Cree, German, Italian, Japanese, Mandarin, Spanish, Ukrainian and other languages that are offered as courses or as a language of instruction up to a maximum of 50% of the instructional day.

NOTE: If you require more space for your notes, please write them on the back of the pages.

Comments:

Language	Offered (✓)	Grade Level (1-3) (4-6) (7-9) (10-12)	1998-1999 Total Enrolment #s in Language
1. Arabic	<input type="checkbox"/>		
2. Blackfoot	<input type="checkbox"/>		
3. Cree	<input type="checkbox"/>		
4. Cree Bilingual	<input type="checkbox"/>		
5. Chinese	<input type="checkbox"/>		
6. Chinese Bilingual	<input type="checkbox"/>		
7. French (FSL)	<input type="checkbox"/>		
8. French Immersion	<input type="checkbox"/>		
9. German	<input type="checkbox"/>		
10. German Bilingual	<input type="checkbox"/>		
11. Greek	<input type="checkbox"/>		
12. Hebrew	<input type="checkbox"/>		
13. Hebrew Bilingual	<input type="checkbox"/>		
14. Hungarian	<input type="checkbox"/>		
15. Italian	<input type="checkbox"/>		
16. Japanese	<input type="checkbox"/>		
17. Latin	<input type="checkbox"/>		
18. Polish	<input type="checkbox"/>		
19. Polish Bilingual	<input type="checkbox"/>		
20. Portuguese	<input type="checkbox"/>		
21. Russian	<input type="checkbox"/>		
22. Spanish	<input type="checkbox"/>		
23. Swedish	<input type="checkbox"/>		
24. Ukrainian	<input type="checkbox"/>		
25. Ukrainian Bilingual	<input type="checkbox"/>		
26. Other: _____	<input type="checkbox"/>		

Comments:

In which language have enrolments decreased or increased?

[illegible]

3. What factors have contributed to this change in enrolment?

	Yes	No		Yes	No
Student Interest	<input type="checkbox"/>	<input type="checkbox"/>	Community Support	<input type="checkbox"/>	<input type="checkbox"/>
Program Schedules	<input type="checkbox"/>	<input type="checkbox"/>	School Support	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis on Core Subjects	<input type="checkbox"/>	<input type="checkbox"/>	District Support	<input type="checkbox"/>	<input type="checkbox"/>
Technology	<input type="checkbox"/>	<input type="checkbox"/>	Budget	<input type="checkbox"/>	<input type="checkbox"/>
Graduation Requirements	<input type="checkbox"/>	<input type="checkbox"/>	University Entrance Requirements	<input type="checkbox"/>	<input type="checkbox"/>
Parent Support	<input type="checkbox"/>	<input type="checkbox"/>	Other	<input type="checkbox"/>	<input type="checkbox"/>

Comments (three most important factors):

4. Has your school district added or dropped any second language programs in the last three years? Please identify the language(s) and the reasons for these additions or deletions.

	Language	Reasons for additions/deletions
Comments:	<hr/>	<hr/>
	<hr/>	<hr/>
	<hr/>	<hr/>
	<hr/>	<hr/>

5. Has your school district received any requests for new second language programs in the last three years? Please identify the languages requested and the origin of the request.

Language	Students	Individual Parents	Parent Groups	Community	Business	Other
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

Comments:

6. How does your school district market or make people aware of the benefits of second language programs in your schools? (For example, brochures, open houses, meetings with parents)

7. What recommendations would you make to improve second language programs in Alberta? (For example, promotion, mandatory second languages, second language graduation requirement, mandatory instruction time, review of language policies, public awareness)

Provincial Level (recommendations for the Province from most important to least important)

1. _____
2. _____
3. _____

Jurisdiction Level (recommendations for the jurisdiction level from most important to least important)

1. _____
2. _____
3. _____

School Level (recommendations for the school level from most important to least important)

1. _____
2. _____
3. _____

8. What other thoughts would you like to share related to second language instruction?

Thank you for your cooperation